



Children's positive behaviour management policy

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1. Introduction to Brookside Pre-school's policy on children's positive behaviour management

Brookside Pre-school believes that for children to develop socially and academically, is it necessary for them to learn to behave well and develop respect for themselves, others, and their environment.

Brookside aims to provide an effective learning environment in which children can develop an understanding of behavioural expectations, social skills and what is right and wrong.

1.2 We aim to create an environment where:

- We have a consistent approach to positive behaviour management.
- Children feel safe, stimulated, valued and happy at pre-school.
- Children have strong and secure relationships with all staff.
- Positive relationships are built with parents and carers develop a shared approach to behaviour management and expectations.
- Clear, consistent, and age-appropriate expectations.
- Children can explore and make mistakes without fear of consequences.
- Early intervention is promoted.
- Children's individual needs are identified and supported.
- Staff are good role models.
- Children are supported to understand their own emotions and the impact their behaviour may have on other people's feelings.
- Routines are promoted which help children develop caring attitudes and respect for others, the environment and equipment e.g. snack/mealtimes, carpet time, tidying up and helping each other.

1.3 It is the aim of Brookside Pre-School to encourage all children to:

- Develop an understanding of what is right and what is wrong.
- Recognise that fighting, hurting, inappropriate use of language is not acceptable behaviour.
- Understand the effects their words and actions can have.

- Consider the needs and feelings of others, in their words and in their actions.
- Take responsibility for their own behaviour and attempt to make amends when things go wrong.
- Develop self-discipline and a strong self-esteem.
- Learn to respect themselves and their surroundings.
- Develop respect and tolerance for others.
- Respect the need for boundaries and respond to behavioural expectations.
- Develop an understanding of emotions and self-regulation skills.

2. Strategies to promote positive behaviour

If a child receives regular positive reinforcement, it is easier for them to accept an approach in respect to any inappropriate behaviour. Where relationships are positive children are generally eager to please.

The following strategies are used to promote positive behaviour:

- Achievement and positive behaviour should be rewarded with praise and positive attention i.e. positive comments, thumbs up, smiles, hand stamps or star of the day awards. Staff must be sure to specify what they are praising for example 'well done for great turn-taking'.
- Using the positive behaviour as an example to others to promote desired behaviour. For example 'look at Ben, he's doing lovely sitting and listening'.
- Modelling and developing social skills such as: sharing, kindness, manners, and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'Please don't do that, I don't like it'.
- Inappropriate behaviour should be challenged without adopting a negative attitude towards children who may be behaving inappropriately.
- Teach negotiation skills rather than resolving everything straight away for children.
- Tell children what they can do as opposed to what they can't or explain first the behaviour you would like to see i.e. 'I would like you to walk sensibly to the bathroom and wash your hands'.

Physical or humiliating punishment such as smacking, screaming, and shaking will never be used or threatened. If this behaviour was to be displayed by staff it would be classed as safeguarding concern and gross misconduct. Brookside believes that aggression breeds aggression, and if children witness adults behaving in this way, they will think that this is an acceptable way to interact with others.

All discipline must have a positive effect on a child's development. Staff do not use the word naughty and children are not labelled with words such as 'silly girl' or 'naughty boy'. Labelling children can have a negative impact on their self-image and self-esteem. Staff can instead focus on labelling the behaviour displayed by the child and discuss behaviour expectations.

3. Unwanted Behaviour

Unacceptable behaviour at Brookside includes:

- Bad language and derogatory language.
- Not complying with turn taking sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of pre-school resources or of that belonging to another child.
- Being disruptive during group times.
- Discrimination and bullying.
- Being rude or unkind to others.

3.1 Managing unwanted behaviour

Brookside Pre-school has a variety of strategies to deal with unwanted behaviour. Staff will use their discretion, always aiming to make the response appropriate to the behaviour. When dealing with poor behaviour staff will take account of the age and stage of development of the child and any other relevant factors.

Poor behaviour will be managed by staff in a calm manner. Children's feelings should be acknowledged, and focus must be on the behaviour rather than the child.

Whilst it is important to respect the needs of the child who is showing unwanted behaviour, it is also necessary to consider the effect the behaviour is having on other children's learning and their safety and well-being. There may be occasions when consequences may need to be applied for inappropriate behaviour.

3.2 Corrective strategies to deal with inappropriate behaviour include:

- Reminding the child of the behaviour expectation e.g. I need you to keep the sand in the sandpit, thank you.
- Verbal redirection e.g. I need you to play in another area, thank you.
- Tactical ignoring.
- Visual aids, hand gestures or social stories.

- The adult may repeat the direction e.g. I need you to keep the sand in the sandpit, thank you.
- Offering choices e.g. I need you to put the toy away during Story time. You can give it to me or put it in the box. What are your going to do?
- On some occasions there may be a related consequence e.g. Cleaning up a mess or encouraging the child to apologise.

At Brookside we believe it is essential for staff to have consistent behaviour management strategies and consequences so that children receive the same messages. Our main procedure for corrective strategies to deal with inappropriate behaviour include.

Verbal warning

If a child misbehaves at an activity, then they will be warned verbally not to repeat the unwanted behaviour and given the reasons as to why it is inappropriate.

Redirection to a new activity

If they consistently repeat the behaviour or disrupt/harm others, then they will be asked to leave the activity to an area of their own choice.

Brought to the rules

If they continue to misbehave then they will be brought to our displayed of golden rules and their behaviour will be further discussed.

Thinking and talking time

If a child has not responded positively to the strategies used by staff, we will implement 'Thinking and Talking Time' for the child in question.

- Thinking and Talking Time is an opportunity for children to reflect on their actions and how they would like to do something different in an age appropriate and developmentally way.
- During Thinking and Talking Time a staff member will calmly talk to the child engaged in inappropriate behaviour. Positive language will be used to help the children understand their negative behaviours and encourage positive ones.
- Children should be supported to regulate their emotions during this time.
- Thinking and Talking Time should not be used unless completely necessary, it is not a punishment or 'time out' and children will not be 'threatened' with Thinking and Talking Time.

If a child hurts another child, then a discussion will ensue as to why it happened, how it happened and how everyone feels. We will further discuss our school rules. Then the child(ren) will be encouraged to apologise.

Contact with home

The final consequence means that Parents will be informed about the behaviour.

Parents will only be informed if their child is repeatedly misbehaving, as in we have reached the final consequence or if an extreme incident happens.

Examples of behaviours which we consider extremely serious -

- Racist remarks
- Inappropriate touching
- Biting other people
- Threatening behaviours, including persistent swearing, spitting
- Persistently hurting or upsetting others.

When behaviour management strategies have been ineffective in addressing the difficulty, procedures to meet the needs of the child will be followed. Consultation with parents will take place in this process and consent from the parents to consult with external agencies will be required.

In meeting the child's additional specialist interventions may be required e.g.

- Implementation of an individual education/behaviour plan
- A reporting system (to allow staff and parents to monitor behaviour triggers and effective intervention strategies)
- Support from external agencies e.g. Early years consultant, behaviour support team or Education Psychologist.

4. Where these have been ineffective in serious or extreme cases:

- A shortened day may be more appropriate in order that the child's experience of school is a positive one.
- In certain circumstances we may phone the parents/carers and request they collect their child.
- Temporary exclusion of the child's place whilst a plan of support is put in place or an application for enhanced provision funding is applied for.
- If all avenues of support strategies have failed to have a positive impact, we may make a difficult decision to end the child's place at pre-school. This decision would only be made as a last resort and would be made in the best interests of all children attending pre-school and the needs of our provision.

5. Physical Intervention

Physical intervention must only ever be used if it prevents personal injury to a child, another child, or an adult, or to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

On any occasion where physical intervention is used to manage a child's behaviour, a written record will be kept, and the parents will be informed on the same day. Any written records will be filed confidentially.

Children displaying behaviour which requires consistent, physical intervention must have a risk assessment in place which is shared with their parents.

6. Children with Special Educational Needs or Disabilities (SEND)

We recognise that some children have special educational needs or circumstances which impact on their behaviour. As with all children we will look at the child's individual needs and our response will be suitable to the child's understanding and stage of development.

Where children with SEND show behavioural issues the Special Educational needs coordinator (SENCO) will work with the child's key person, the child's parents, and other professionals to ensure extra support is in place to support their individual needs alongside our behaviour management strategy.

Children with SEND have an additional support plan and a provision map in place which include preventative measures. For example, visuals may be used to reinforce wanted behaviour, to support communication and language. Sand timers and 'now and next' boards can pre-pair children for activities ending and transition. Fidget toys and sitting aids may help children to focus during carpet times and avoid distracting others.

- A Behaviour Record will be kept when a child presents challenging behaviour. It will provide information regarding possible causes and frequency of inappropriate behaviour as well as how the child responds to strategies used. This will also provide evidence if it is needed in the future to apply for additional support.
- In partnership with parents/carers, staff carefully plan to support these children using a behaviour support plan and or if necessary, a risk assessment.
- Some children may behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan.

More information regarding how we support children with SEND can be read within our Supporting Children with Special Educational Needs and Disabilities Policy.